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ABSTRACT

This handbook offers suggestions for implementing actions (termed variously in other settings as treatments, interventions, methods, techniques, strategies or activities) recommended for individual learners by CONSULT-I (R), a computer program created by James Fattu and Edward Patrick. Application of the program described in the handbook was under development at the Reading Practicum Center at Indiana University beginning in 1983. Suitable for learners of all ages, the recommendations in the booklet are especially tailored for K-12 learners and should be used to build a remedial language program based on a particular learner's characteristics, needs, and interests. Many of the actions described in the booklet appear in more than one category. Sections of the booklet are: Comprehension; Functional Language; Games; Interest; Language Experience; Motivation; Self-Concept Module; and Study Skills. Contains 14 references. Sample Informal Interest Inventories for grades 1-6, 7-12, and for adults are attached. (RS)

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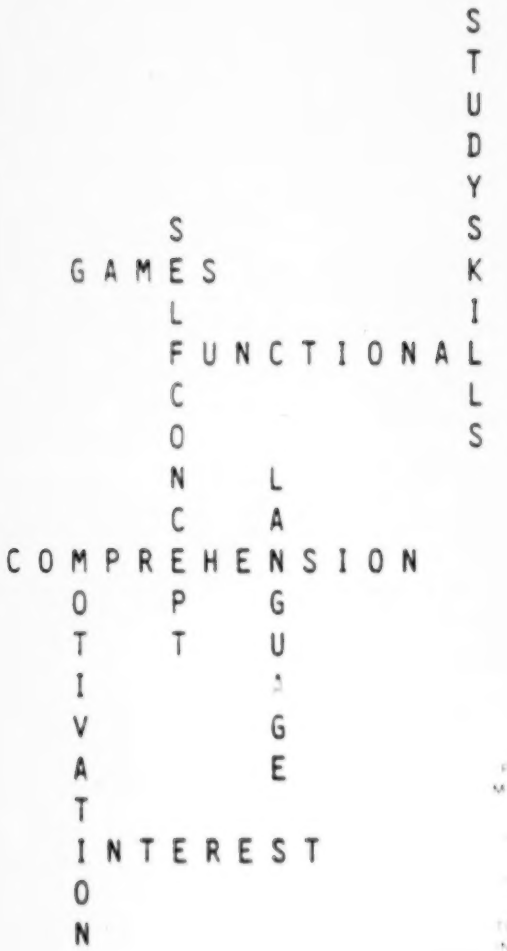

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INDIVIDUALIZING LANGUAGE STRATEGIES USING CONSULT-I (R)

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September 1988

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INTRODUCTION

This booklet offers suggestions for implementing actions (termed variously in other settings as treatments, interventions, methods, techniques, strategies, activities) recommended for individual learners by CONSULT-I (R), a computer program developed by Drs. James Fattu and Edward Patrick. Application of the program for educational purposes has been under development at The Reading Practicum Center (RPC) at Indiana University since 1983. We are now ready to share our findings with the field and welcome your use, questions, and recommendations.

The actions described in the following pages have been successful with learners at the RPC for over 15 years. As many of you know, the RPC works with learners of all ages. The recommendations below, however, are especially tailored and described for K-12 learners. They should be used to build a remedial language program based on a particular learner's characteristics, needs, and interests. Each section provides an array of actions which have been useful with a learner having certain characteristics. One of the actions described in "Functional Language," for example, describes activities developed out of a learner's desire to get a driver's license. Obviously, such an action would be appropriate for an over-16 year old, but not for a seven year old!

Several recommendations are drawn from the 19-year study which found that model, motivation, interests, perseverance, and positive pressure are crucial variables in the success of low-readiness children (Newman, 1978, 1980, and 1985). Our work at the RPC with over 1000 learners supports the use of actions based on these and other variables.

You will note that many of the actions described appear in more than one category. For example, combining reading and writing appears in "Self-concept Enhancement" as well as in "Motivation." The purpose and focus of the strategy may differ according to category, but the essence of the strategy (action) will not. We recommend that you read the entire booklet before trying individual actions with your learners.

Comprehension involves an interaction between reader and text on many levels. It requires some background experience or knowledge on the part of the reader and a text that is accessible to the reader. Generally, the term has been used to designate skills such as identifying the main idea and supporting details, making inferences, drawing conclusions, making judgments, making generalizations, and evaluating. The strategies discussed below have been successfully used at the Reading Practicum Center to enhance these specific skills and overall comprehension of the learner.

Prior Knowledge

As indicated in the introduction to this module, the text must be accessible to the learner. Prior knowledge of the subject helps make a text accessible. For example, a person unfamiliar with cats would not comprehend much of the humor in the "Garfield" comic strips. A child who has never seen a fish, or a farm animal, or the ocean would have a difficult time understanding material relating to these objects. If the learner lacks the prior knowledge necessary for comprehension, then the tutor must help him fill this gap.

One tutor brought baby farm animals to share with her learners who had never been on a farm. Their opportunity to see, hear and touch these animals opened up many new interests in reading and they could compare their experience with the animals to the events in the stories. While not all of us can bring the actual object to the learning sessions, it is possible to bring new experiences to the learners through such items as pictures, film strips, and videotapes.

Setting Purpose

Setting a purpose for reading focuses the learner. Several strategies can be used to accomplish this including the questioning and prediction strategies discussed below. Another strategy which can be used, including content area materials, involves two steps. The first step is establishing the learner's background with the topic to be covered, in other words, finding out what he already knows. The second step involves helping the learner decide what else he would like to know about the topic. A list of questions which he would like answered could be developed. Encourage questions answered by the text and questions for which he will need to look elsewhere for the answers. The second type of question is especially important as it can lead to the development of several other skills, such as use of the library, reference materials, and other sources such as experts in the field (see Study Skills module).

A simple statement can also be used to establish purpose. For example, instead of asking the learners to read the next story in the book because it is the next story, ask them to find out why the firemen went to Susan's house or what did Mr. Jones do in his store, or tie it in with something they are interested in.

Questioning

Questioning is a strategy that can be used in several situations. It is important to remember that each learner will bring a different background to the text and therefore, there should be no right or wrong answers unless the question is asking for a literal answer. Because it is possible for a learner to answer literal questions without fully comprehending the text, the sample questions given in the following paragraphs will ask the learner to go beyond the literal. He will be asked to use his own experiences and knowledge as well as the text in answering the questions.

Before the learner begins reading the text, the tutor should ask questions to discover the learner's experiences with and knowledge of the content of the text. For example, if the content of the story concerns a neighborhood club, questions such as "Have you ever belonged to a club?" and "What did you do in your club?" or "What do you suppose a club might do?" will help set the learner's purpose in reading the text. As he reads he can compare his experiences or expectations with those of the text.

If the text to be read is in a content area, a list or semantic web (Heimlich & Pittelman, 1986) could be made of the prior knowledge of the learner(s) in the subject area to be covered. Then a list of questions which the learner(s) would like to have answered could be made. This list should be kept handy as the learners read the passage. Any questions which are not answered in the assigned material can be researched in the library.

Stopping often to ask questions during the reading of a text, whether content area or literature, is also helpful to the learner in focusing. Questions can be either those asking about what he has just read and/or about what he thinks will happen next (see "Prediction" below). Use questions that will help the learner tie the story together and tie into his experiences and knowledge. Questions such as "What just happened?," "Did you expect that to happen?," and "Why or why not?" will again help the learner to focus.

At the end of the text, questions can again be used to help the learner further his understanding of the text. Questions such as "Why do you think the story could be real or imaginary?", "Why did you like the ending of the story?", and "How would you change the story to make it a better story?" will encourage the reader to use his own experiences and knowledge to better understand the text.

It is important to ask questions that the learner cannot answer with "yes" or "no." Use questions that begin with "why," "how," or "what." If this strategy is used with a group, be sure to explain that it is all right to have different answers as long as the answers make sense with the text and their experiences and knowledge.

Prediction

The use of prediction strategies is another easy way to help the learner focus on the text. Before the learner begins to read the text have him predict what will happen using the title and any available graphic material at the beginning of the story. Write down on paper or the chalkboard any predictions that are made. Then begin to read the text. Stop several times during the reading of the text and allow the learner to change or adjust the predictions according to the unfolding text. Encourage expanding and altering the predictions during the reading. The text may be read to the end in this manner or the learner can be stopped before the end of the text and asked to write or relate an anticipated ending. The learner's ending and that of the author can then be compared. Be sure to accept the ending of the learner as long as it makes sense with the text up to that point.

Cloze

Another prediction activity which helps the learner to focus on the meaning of the text is the Cloze procedure. In this strategy the first and last sentences of a complete story are left intact. Throughout the rest of the story every fifth word is deleted and replaced with a blank. When first using this activity you may want to delete every ninth word thus leaving more of the original text as clues for the learner. As the learner becomes familiar with the strategy, the deleted words can come closer together. The Cloze procedure was originally designed to require that the learner put the exact word missing from the original text in the blanks. For most purposes this is not necessary. As long as the word used by the learner retains the meaning of the text, any word should be accepted. Stories should probably not be longer than one page. Before using this strategy be sure the learner has a large enough vocabulary to be able to fill in the blanks.

One second grader was very hesitant the first time his tutor asked him to complete a cloze story. He wanted to check each word with the tutor as he filled in the blanks as he had previously been discouraged from guessing. After several sessions in which a cloze procedure had been used and he found that he knew words that would make sense in the story, he wanted no more help from the tutor. He eagerly looked forward to doing the stories and even enjoyed comparing his answers with the original text.

A sixteen year old also enjoyed c' ze stories. He especially liked it when the tutor had written stories involving him and his interests. Both learners soon were able to apply the word prediction skills attained with the cloze stories when they came across unfamiliar words in their reading. This also helped in their comprehension of the material.

Main Idea

One strategy that is helpful in developing the ability of the learner to identify the main idea is to ask him to supply a title or headline for a short passage. Begin with a discussion of the purpose for a title and/or

headline. Then ask the learner for one word that would best describe the contents of the passage. The one word title can then be expanded by the learner to include one or two important ideas from the passage.

Another strategy involves asking the learner to retell the information in the passage in one sentence. This works especially well in a small group where each participant has read a different story. A tutor who was working with six fourth graders found almost all of her time with them filled with each of them relating the story they had read between sessions. She quickly solved the situation by asking them to keep their retelling to one or two sentences. They soon were able to relate the main idea within the constraints and interest other learners in the group in the story. There was much passing of books from one learner to another and the group had more time for other strategies.

Supporting details

Once the student is able to identify the main idea, the next step involves identifying the details which support that idea. The first strategy under "Main Idea" is a beginning in the process as the learner goes from one word titles to adding other important information in the title. Not all of the supporting details should be included in the title, only one or two. The learner can then be asked to tell what else is contained in the passage about the main idea. It may be easiest to begin with a story that the learner has written. For example, a seventh grade learner wrote a story about his sister and her experience on his motorcycle. When it came time to add a title to the story, he chose "She Killed It." His sister had run the motorcycle into a tree and had damaged it to the extent that it couldn't be ridden until repairs had been completed.

FUNCTIONAL LANGUAGE

Functional language is the language used in everyday situations such as writing letters, making lists, following directions, and planning trips. Examples of successful functional language strategies used in the Reading Practicum Center for learner development are included below.

Letter Writing

Writing a letter is an activity which is usually highly self-motivating. If the learner has difficulty writing, let him write several practice letters before the final draft. Keep correction to a minimum at first. Later, as the learner gains needed confidence, refinements may be added to the letters.

If the learner is reluctant to write, have him dictate what he would like to say in the letter. When the letter is complete, read it back to the learner, asking if it says what he would like it to say. Make additions and corrections as necessary. The learner might also enjoy taping his letter and then watching you write it as he listens to the tape or writing it himself from the tape. Depending on the age of the learner, a picture done by the learner may be added to the letter.

Letters can be written for many reasons. The learner may wish to write to a friend, a relative, a famous person, or for information. The letter must be written to whom the learner chooses and for the reason he chooses in order for the strategy to be effective.

Pen pal letters exchanged between learner groups, with older people in a nursing home, or with children from another school, state or country are highly motivating for the reluctant writer. Sometimes magazines in various interest areas will include names and addresses of those interested in exchanging letters. One young learner now writes to thirty pen pals after placing her name in a magazine about horses.

Message boards are another strategy to use in motivating learners to write. Their use can be especially effective with a group or an entire classroom. Messages can be exchanged between tutor (teacher) and learners or between learners. The messages may be short such as "Hope you have a happy day" or long containing questions, answers, directions, or other messages.

Editing

Most writing will need to be edited if it is to be shared with others. Point out to the student that all written material that is made public is edited in some aspect by the writer and/or an editor. Show the learner the names of editors for magazines and newspapers in the masthead of a paper or magazine in order to make the concept of editing come alive.

To begin the editing process have the student read aloud to himself or to another person what he has written or dictated. Suggest that he listen

to see if what is written makes sense. In a second draft have the learner make necessary corrections. This might entail rewriting or cutting and pasting to rearrange the original. Discuss and help as questions arise.

As a final step, if the material written is to be published in book form, as an article in a class newspaper, or part of an anthology, consider further editing by you or another capable writer. However, avoid overcorrecting the beginning writer.

Interviewing

This strategy can be related to many interests, such as sports, science, social studies, and language arts. Tell the learner that one way to learn about a topic is to interview someone knowledgeable in the area. Have the learner develop a list of questions he would like answered with room for the responses immediately below each question. This may take more than one session. Then have him set a time and place for the interview. After the interview, have the learner write the information he has learned in a form which can be shared with others. This might be as an article for a class newspaper or magazine, a simulated radio news broadcast, or a presentation for an audience.

Following Directions

"Where should I go?" asked Alice. "That all depends on where you want to end up," replied the Cheshire Cat in Alice in Wonderland. Like Alice, everyone needs to have a sense of direction before incremental steps to achieve the desired goal can be defined.

When giving assignments, make sure that the directions are clear to the learner, allowing for questions to clarify any steps. It may help to type out directions and have the learner check off each step as it is completed. For primary level children, directions may be placed on the chalkboard. As children "hop to the board," "come under the table," or "bring a pencil," they get to check off the task. A group might then reread the directions together.

Treasure hunts are an enjoyable way for a learner to see how important following directions can be. After conducting a few treasure hunts, have the learner write the clues. Clues need not always be direct and may offer the opportunity for innovative thinking on the part of the learner.

Following the directions in a recipe offers the immediate incentive of enjoying the results. One RPC student became an enthusiastic reader of recipes as tutor and learner planned a Chinese dinner for his mom.

Planning Trips

Planning trips—to the local grocery, to another state, or to another country—is another functional language strategy. Maps will be needed of the area that is to be covered on the trip. Whether the destination is within walking, driving or flying distance, the learner will need to

consider the route to be covered, the amount of time needed, and the cost. If it is to be an extensive trip, take into consideration places to eat and sleep and activities available along the way and at the destination.

Make sure that the learner thinks through all the questions and that the answer he has is workable and clear. Have him put the answers in writing. Such planning may involve writing for information, maps, or special attractions.

When possible, have the learner actually complete the trip following the plans. Suggest the learner make notes of any difficulties encountered and changes needed for another time. If several learners have followed through on trips, have them share their trip with each other, including problems met and resolved.

Another alternative would be to have the learner plan two routes to the same destination. Then have him compare the two routes as to time needed, costs, and items of interest along the way.

Driver's License

If a learner is approaching the age where he is able to get his driver's license, this offers the possibility of an excellent lesson in functional language. Driving lessons, which are usually available at high schools and the State License Branch, begin with the driver's manual. If the manual is too difficult for the learner to read, it will be necessary to rewrite the material at the learner's reading level. Have the learner report to you, orally or in writing, at various times, his experiences in learning to drive. The learner may want to record tips to share with others from his experiences.

Menus

The learner may enjoy eating at restaurants or fast food places, but needs help in learning how to order from a menu. Sample menus may be obtained from many fast food places and restaurants, or you may wish to make your own menu. Ask the learner to make his choices, helping with unfamiliar items as needed.

Then practice placing an order at a fast food restaurant. You may later also want the learner to take into consideration the cost of the items, giving him a limited budget for ordering. Or, have the learner act as a waiter taking your order or the orders for the group.

Shopping Lists

Help the learners formulate a list of items needed. If it is a grocery list, it might be helpful to make two lists, one for essentials and one for extras. Look at ads in the newspaper to find coupons and the best prices. As they go through the store, have them compare prices for various brands and quantities. Have the learner record his experience in writing, reporting back later.

GAMES

Many students enjoy the friendly competition offered through games and will quickly learn necessary skills to do well. Games can be used to motivate the learner and to reinforce word attack skills and comprehension.

There are many published word games available, but it is also easy to make generic game boards which can be used for a variety of games. Many of our tutors have used manila folders, laid flat, to make a trail game board. If the folders are laminated after the trail has been made, they will last for a long time. Several boards can be made to match the various interests of the learners. The folders can be easily stored in a file drawer with the game pieces tucked inside.

To help reinforce comprehension, questions directly tied to a specific story or generic questions which would fit any story can be used. The learner(s) moves the pieces along the trail as questions are successfully answered. Some questions could be worth two or three steps along the trail. Questions directly related to a story can be kept in a separate labeled envelope which is then easily accessible for other learners who have read the same story.

Word games can be as simple as recognizing sight words to move along the trail. As the words become a part of the reading vocabulary of the learner, they can be dropped from the game and new words added. Always keep a few words that the learner can easily identify. To make the game more difficult, ask the learner to use the word in a sentence before he is awarded a move.

Another word game which does not require a game board is an adaptation of Concentration. Some words that are easy for the learner and some words that seem to be difficult for the learner can be placed on the cards (3x5 index cards cut in half work well). To keep the cards the learner should both match them and pronounce the word. The number of words used in the game will depend on the level of the learner. This game seems to work well with all ages, elementary through high school. A sixteen year old learner who was reading on the second grade level was having problems distinguishing among the words "though," "through," and "thought." The second session he played the game he had sorted out the differences among the three words and could easily recognize them. He also could recognize them in context. He wanted to win the game so he was highly motivated to learn the words.

Research and experience have shown that learners are more likely to read successfully when they are interested in what they are reading. Longitudinal research conducted at the Reading Practicum Center revealed that low readiness first grade children who were successful high school readers had a wide variety of interests as they progressed through school. So it is important to discover learner interests and build lessons, experiences, and independent reading around these interests. There are many ways to discover student interests. One of the simplest means is through informal discussion with the learner. An Informal Interest Inventory can be used to record the findings. (See Appendix for sample inventories for elementary, junior and senior high, and adult students.) In administering an Informal Interest Inventory be sure to ask non-threatening questions at first ("What do you like to do after school?" and save more probing questions ("If you could have a book of your own, what kind of book would it be?") for later in the inventory.

After discovering the learner's interests, begin immediately to tie the instruction to those interests. As you tap into student interests, allowing expression through reading, writing, and sharing, the once uninterested student often exhibits new motivation in his work. The following sections provide activities which have proven successful at the Reading Practicum Center for building on learner interests.

Individualized Reading and Progress Charts

"Look, David, I found this book last night when I was at the library and I immediately thought of you. I know how interested you are in strange plants." Even the most impenetrable reader will open up when provided an individually selected book, magazine, comic book, or newspaper article chosen with his interests in mind. Eventually students need to select material for themselves, and thus transfer their concept of reading-to-learn for in-class assigned projects, to reading-to-learn-and-grow for their own purposes. But at first, the personal touch of a teacher can really pay off.

Books can be selected by the students from the school or public library. The teacher may need to encourage the learner to get library cards or perhaps even accompany him or her at first. Many reluctant readers will not have library cards, and some will never have been to a public library nor will their families be library users.

It is helpful to bring to class a variety of books (at least five) chosen to match learner interests and independent reading level (the level at which the learner can read at least 95% of the words on a given page correctly). Let the learner choose one or two of the books to take home, if he wishes. Some learners will be reluctant to take books home at first. Check the books out, recording learner's name, title and author of the book, and date of checkout. When the books are returned, share something about the book with the learner. ("Didn't you think the part about the _____ was funny?")

Once students have their books, have them keep a list of the books they read. Make progress charts which reflect the student's interests to keep track of how much they read each day. For example, for a student who likes baseball a chart using a baseball diamond might be used. For every book read, or a predetermined number of pages, the learner would advance one base. When the learner has scored a predetermined number of runs, a reward such as a special pencil, book, or other treat might be given. If appropriate, the learner can help make the chart. [See "Progress Charts" in Motivation module.] Watching the number of books or pages grow will motivate many learners to read more.

High Interest/Low Vocabulary Books (Hi-Lo)

Hi-lo books are excellent for the beginning reader. These books are written in a higher level interest area with a lower level vocabulary. They are available in a variety of interest areas. Many of the classics have been rewritten with a lower level vocabulary. The point of using hi/lo books is that you can sustain interest in material that is possible for the child to read. And, such materials are best used to build the muscle of automatic reading. One second grader read 97 such books one semester. He had never read a book all the way through before. Needless to say, his "reading troubles" were greatly lessened after that semester.

There are several publishing companies that specialize in hi/lo books: Addison-Wesley, Allyn and Bacon, Benefic Press, Bowmar, Crestwood House, Education Activities, Inc., and Fearon-Pitman.

Predictable Books

Predictable books are those familiar stories — Three Little Pigs, The Gingerbread Boy, Henny Penny, and many modern stories -- which, through rhythm and repetition, have captured and delighted children for generations. Their simple storyline and plot, vivid action and suspense, captivate young ears, and children soon store the words in memory. Their outcomes, predictable and much loved, are anticipated with as much delight on the fifth or sixth hearing or reading as they were on the first.

Beginning readers need to hear themselves and others read such familiar stories often. Soon they will have the words in their ears and can say or "read" the stories themselves. This a vital first step in the reading process. Youngsters who think of themselves as readers through such listening soon are reading, capturing needed sight vocabulary, following picture clues avidly, absorbing phonic correspondences naturally.

Youngsters participating in a large first grade study were found racing ahead in the story. As the so-called low readers, they had to depend on the predictable elements in the story to boost their reading power. Although the stories weren't always predictable in the sense described above, the actions of the children suggested an eagerness to use their curiosity to follow and a complete a story line. Teachers, used to restraining children from looking ahead in the story, had to reeducate

themselves to recognize the power of the children's eagerness, and to harness the energy to a constructive end. In the years intervening between that study and reading in the '80's, it has been recognized that allowing curiosity and predictive power to operate is a smart strategy, indeed.

The Language Experience Approach

The language experience approach can be helpful for students who have little interest in reading because the stories used in this strategy come from their own interests and experiences (see Language Experience module for strategy use). The stories can be collected in a folder or made into a book for reading later by the student or sharing with others.

Writing in an Area of Interest

Writing in an area of interest is an effective strategy for involving reluctant writers. As with the Language Experience Approach, the learner is drawing upon his own rich reservoir of experiences and interests. Many different formats can be used.

A written conversation which centers on special student interests -- a dirt bike, a weekend outing, a favorite sports figure, and so forth -- quickly becomes a favorite activity. Students writing in their interest areas become involved in the telling of something, and thus writing assumes its rightful role — as a vehicle for communication. The learner is in a non-threatening situation as little emphasis is placed on spelling or the grammatical aspects of writing (see Language Experience module for strategy use).

Another format which can be used is the taping of a learner's experience which is then typed. A high school learner taped the story of a ski trip he had made. After seeing the written version (typed exactly as taped), he spent many hours rewriting and editing to get the story in the form he wanted. Because it was a story from his experiences, he was willing to write now when he had refused to write earlier (see Language Experience module for complete strategy).

A junior high student who had refused to write previously became motivated to write when her group was involved in play writing. The play involved a situation which had earlier been decided on by the group. Because she had an interest in the situation, she became an eager writer. As she left the room at the end of the first session, she was heard to say, "We are really good writers!" (see Language Experience module for complete strategy).

Letter writing can also hold interest for and motivate the reluctant writer. Letters can be written to obtain information of interest or to friends or relatives relating an experience of the learner (see Functional Language module for complete strategy).

Other formats for writing can be a written response to a book read, or through creative writing of such genre as short stories or poetry. The

learner may also enjoy writing an addition to a predictable book of interest, writing a different ending to a favorite story, or writing a book to share about his interests such as fishing, hunting, microscopes, or making a dress. This last strategy is especially effective if another learner or the teacher is not knowledgeable in the learner's area of expertise. Many examples of this type of book are available at the Reading Practicum Center.

After the writing is complete, encourage peer editing. Then have the students share their stories with other students in pairs or within a group. These steps have been formalized in what is now called the authoring cycle (Harste & Burke, 1985). Other ideas for editing are included in the Language Experience module and the Functional Language module. They are also available in Newman, 1980.

Listening to Material of Interest

Listening to oneself or another on a tape recorder is often a useful way to learn and may be highly motivating — especially if the learner operates the tape recorder! 1) It promotes self-expression, 2) provides an enjoyable means to improve skills, 3) incorporates practical approaches to individualized study, 4) and benefits students — they learn how to use the equipment and become personally interested in their own learning.

A teacher can play a tape to students and have the students respond to the tape, answering questions on tape after the story. The students enjoy hearing their own voices. Books on tape provide an alternative to silent reading, especially for the student having difficulty reading, who needs to hear material read before reading independently.

One young learner at the Reading Practicum Center wanted to write a letter to a sports hero. He was having a difficult time writing so it was suggested that he tape what he wanted to say in the letter. After taping his letter, he was able to play it back a short segment at a time and transcribe the letter by himself. He was thrilled by his accomplishment of being able to write the letter which had seemed so frustrating in the beginning.

A retired English teacher, Emily Chatlein, has patented a method whereby she plays a tape of a book or story of particular interest to a group. On the tape a word is periodically deleted leaving a pause in which the listener writes the word on a list. At the end of a given session (perhaps 20-30 minutes), the listener may have 10 words listed. Mrs. Chatlein developed the method to teach high school freshmen to read, but we have found it successful with readers at all levels.

One activity that allows for the use of the tape recorder is to have students write a news report including a weather section, sports, and current events on paper; then have the students present the news in broadcast form on the tape. This is also an activity that reinforces functional literacy.

Rewriting Material

Finding material to fit learner interests and reading level is often difficult. One way to circumvent this problem is to rewrite a complex text to match a student's reading level. This allows the learner to read material that would ordinarily be frustrating or impossible to read. The steps for rewriting are simple, but one librarian-tutor said it was the hardest job she had ever done in trying to teach reading. Here are the simple steps. (The "hard" part comes when you implement the steps for an individual learner.)

1. Find a selection that you know will be of special interest to your learner(s). Selections from newspapers, magazines, encyclopedia, Guiness Book of World Records, Sports Illustrated, or fairy tales have all been successfully used at the Reading Practicum Center. This is often particularly successful if it comes after the learner has expressed a desire to read something more on a particular topic.

2. Read the selection carefully, noting details that you think would be of particular interest to your learner.

3. Put the material aside.

4. Rewrite the text with your learner(s) in mind. Do not look at the text while you are writing.

5. Carefully type text with spacing (margins and lines) appropriate for your learner.

6. Have the learner(s) read the simplified version.

7. Discuss. Compare to the original. Point out similarities and differences. Let the learner(s) read a bit from original in order to make the transfer, but do not push into original material until you are sure the learner will succeed in the more complex text.

Uninterrupted Sustained Silent Reading (USSR)

USSR is a practice which respects the need for an uninterrupted time for reading. Many schools now set aside a time for such uninterrupted reading on the part of everyone — the principal, school secretary, and custodian included. It is not a time to grade papers. Through example and administrative fiat, it guarantees the quiet and privacy needed for individual enjoyment of reading. This activity allows the learner to read continuously to himself materials of interest for a certain time each day. It encourages independent reading, self-selection of books, and provides a time for developing enjoyment of reading.

Taking time within the day for students to read silently to themselves can help all students to become better readers. The reading level should be appropriate and the content of the material should be of interest to the learner. If students have a difficult time concentrating and reading

quietly, start with shorter periods, then gradually increase the amount of time spent reading silently each day. Emphasize that this is a time that they must read -- but that the reading material may be of their own choosing. An extensive library of 200 - 300 books covering the various interests of the students should be available in the classroom from which they may choose.

Self-Choice of Reading Materials

Whenever possible encourage students to choose their own topics and resources. If students are involved in the choice of what they read, they are likely to read more frequently and with greater retention. Resources may include maps, newspapers, magazines, encyclopedias, etc., as well as books. Students should be shown how to find and use library resources such as the card catalogs and readers' guides.

Reading and Real Life Activities

When students read, write, or answer questions, try to make assignments applicable to them as individuals. One of the central goals of teaching is for students to transfer in-class abilities to real life activities. Students will most likely want to pursue learning in areas that are meaningful, thus encouraging life-long learning. [See Functional Language also.]

For older students, an interest inventory can be useful for identifying vocational inclinations. Such interests could easily be developed into a unit project. For example, ask the students to read one book about a person in a field of interest to them and interview a person who works in that area. From this material they can write a short report on what they found in relation to their expectations of what they would find, and how they might picture themselves in the role. Ask them also to think about the kinds of reading and writing skills required for a person in the position that they researched.

Field trips to museums, industries, government offices, court rooms, and other places of interest can help the student see the many ways reading and writing are used in real life. In one of our summer sessions, in collaboration with the Monroe County Schools, we explored the question of "Why our family came to Monroe County?" The elementary school children interviewed parents and grandparents. Their stories were displayed at the Monroe County Historical Museum. Children and parents later visited the museum to see their stories on display and to pick up compilations of all the stories. In the process they saw a museum — some for the first time!

If it is not possible to take a field trip, invite representatives from the various fields of interest to visit the classroom and discuss how they use reading and writing. Examples may be as simple as writing and reading phone messages or as complex as writing annual reports for stockholders.

Games

Most learners enjoy playing games. Some commercial games are flexible, fun, and non-threatening. A few favorites for the language arts are: Scrabble, Spill and Spell, Probe, and Password.

It is also possible to make master boards with a start and a finish with varying themes using interests such as mountain climbing, Indy 500, or ski-jumping. [Use interest of learner.] Markers can be moved for different reasons depending on the rules of the game. Cards, for example, with quiz questions about a book, might be a means, if the question is answered correctly, to move ahead one space.

Variations of the game Concentration, which learners of all ages seem to enjoy, may be played. Words that have proven difficult or are new to the learner may be placed on the cards. Be sure that the learners not only match the words but also can say the word before they keep the cards. As the learners master the words in the game remove them and replace with new words. Do keep a few words in the game that have been mastered by the learners so they may experience some success easily.

Some points to remember when using a game: 1) Can it be played without previous knowledge? 2) Do all players need the same knowledge? 3) Are frequent decisions required? 4) Does the time spent playing the game seem more appropriate than having the students read material? 5) Have you as an instructor kept the objectives, content, format, and adaptability in mind when considering the relevance of the game to the unit being studied?

Challenge in Interest Area

Offering a challenge to some students is effective. Others will wilt if challenged before they have experienced enough success to feel secure in accepting. If your learner(s) is/are up to a challenge — ("I'll bet you can read 25 pages by 2:30!" or "I'll take you to McDonalds for a treat after you have read 1000 pages.") — develop one which you think is attainable by the learner.

The learner(s) might complete an independent project in an area of interest, perhaps writing articles for a school newspaper, or acting in a play within the community and then reporting on the experience. For one student it meant learning to apply math skills to a real life situation and sharing his experiences orally and in writing with other students. For a second grader it meant putting all he knew about baseball players on 3x5 cards with a main heading in upper left corner and a subheading in the upper right corner. As his collection grew (he knew a lot about many players) so did his self-confidence. Soon his independent "research" project blossomed into a class sharing that brought much confidence and satisfaction to a young man previously labeled "learning disabled."

For older and more capable students, ask them to put in writing exactly what it is that they plan to do for their independent project, including the materials, resources, and people that will be a part of the

extended lesson. In essence, the students write their own rationale for the project, and what they will accomplish in the course of a few weeks. Have the students keep a journal or diary recording their activities, and their impressions of the events that take place. It might also be useful for students to share their out-of-class work with other students in class, disseminating the new learning. Allow for degrees of original learning to take place!

In all of these activities, learner interests have played a major role. We can continue to make real gains with less than enthusiastic readers if we keep such interests in mind as we plan our instructional activities.

LANGUAGE EXPERIENCE

Language experience begins with language learners and their background knowledge and experiences. It combines four dimensions of language: speaking, listening, writing, and reading. The experience helps the learner see the connections between print and oral language. The activities should be individualized reflecting the learner's interests.

Language Experience Approach

The language experience approach uses the learner's own language and experiences to create reading materials. These materials are easily read by the learner because they come from his experiences and use his own language. The stories come from discussions between learner and instructor. As soon as the instructor senses the potential for a story, he or she may say to the learner, "That would make a good story." Let's keep talking and I'll write the story down as it unfolds." Note that the story does not come about as the result of the teacher saying, "Now tell me a story and I'll write it down." Language experience stories must be spontaneous outgrowths of something which has happened to the learner. If working with a child or adult who is reluctant to talk, you may have to take a strong lead.

Some stories have started with "What did you have for breakfast this morning?" Others have evolved as weekly installments of what happened over the weekend. Other examples collected at the Reading Practicum Center are collaborations (the weekly sports sheet duplicated by the tutor and delivered to classmates every Friday), elaborations on materials written by others (the story of Pegasus which one boy developed into an inch and a half thick book), dictations (stories about pet hunting dogs, adventures in the woods, tales of growing up), and spoofs on education (the boy who wrote about his experiences in the New York Schools).

However or whyever developed, the booklets became treasured possessions of the owners. In one instance, the book of poems written by a RPC student was the only piece of reading material in the house and assumed a position of earned respect in the eyes of the family. "Have you seen JoAnn's book?" was the first question to greet the visitor.

In sum, the language experience approach is an especially effective strategy because the content is representative of the learner's life. It combines listening, speaking, reading and writing while personalizing the learning experience. It encourages the learner to talk about something he or she knows, and it is non-threatening.

In a group situation, language experience stories can be written either individually or as a group. As the story collection grows, it becomes a wonderful resource for the entire group. It enhances self-concept as the learners see others reading and enjoying their stories.

A complete description of how to develop language experience stories may be found in the Literacy Instructor Training Manual, (Newman and Parer, 1978) or in many of the standard professional reading texts such as : How to Increase Reading Ability, (Harris and Sipay, 1985); or Teaching Reading to Every Child, (Lapp and Flood, 1978).

Editing

Language experience stories provide an effective vehicle in which students may become editors of their own work. One pupil at the Reading Practicum Center dictated his experience to the tutor. The student looked at the writing and said: "This isn't a story!" She had typed the story exactly as he told it, and when he read it he realized that he needed to rethink how he structured his verbal and written language.

He spent days retyping, cutting and pasting the story together, to make it "sound right." Some students might be able to word-process their stories, simplifying the editorial procedure.

Editing should be used if the writing is to be published. It may not be a necessary step in the writing process otherwise, although proofreading one's work before sharing it with another may be presented as an act of courtesy to which many young writers will respond positively. Final editing may be done by the tutor just as final editing is done by a professional editor when writing is published in a magazine, newspaper, or book.

Students should be encouraged to edit each other's work, not only because it helps students to write better, but because it is realistic. Professional writers write several drafts before completing a final draft, and fellow writers or colleagues read these drafts for content, giving constructive advice and suggestions as necessary.

Editing can take many forms. Students can edit each other's work using a dictionary, thesaurus, or any other needed resources to help check on the content. An authoring cycle can be used (see Graves, 1983). Start a class newspaper and encourage critical reading during editing, checking the logic of the content. Some questions for the students to keep in mind: Is the author an authority on the subject? Are the statements understandable and clear? What evidence is presented to support views of either fact or opinion?

Be sure that the students are constructive in their comments about others' work. Some modelling by the tutor would be helpful in demonstrating how to edit another person's writing.

Book Making

A natural outgrowth of language experience stories are small, pupil dictated and illustrated books. Many children, after creating the contents of their own book, are thrilled to have the book available in their room or school library, for other children to read. They begin to feel like

authors as they write, edit, and bind their own material. You may wish to type or assist with the binding.

There are many variations possible on book binding. Some of the simplest approaches involve covering cardboard with contact paper. But cloth bound books are more durable and are likely to be treasured enthusiastically. Directions for simple bookbinding are appended.

Story Starters

Story starters are just what their name implies--prods to creative thinking. Here are some ideas:

*Laminate pictures for holidays, pets, wild animals, special people, historic scenes—anything that would appeal to the age level with which you are working and most especially to the interests of the learner. Show the picture. Talk about it with the learner. From this discussion the learner may be drawn into writing about the picture using some experience brought forth by the picture. Or if not yet ready to write alone, the learner may be willing to alternate sentences with you as intermittent scribe, or perhaps as total scribe. In a small group the learners may each write individual stories or collaborate on one story.

*Let the learner(s) build stories from sentence stems which you place either on the chalkboard or on sentence strips. Let them choose the one they would like to extend. Encourage illustrations.

*Have a written conversation with a student. The basic rule: No talking! Write back and forth and see how quickly writing will develop as learners communicate in a warm, accepting situation where emphasis is placed on communication and fun rather than on correct form and spelling. Form can come later.

*Have the learner make up tall tales by writing about a variety of objects. Work from Paul Bunyan or other tall tales. Or have the learner take a personal experience and exaggerate every element in it until it becomes a preposterously tall tale. Have a contest to see which writers can create the "tallest" tale.

*Develop a game based on a book. Have the learner write the directions for the game, watch others play it, and see if the directions work. Rewrite if needed.

Dramatized Experience

Play writing can be an effective way for students to express their experiences in writing. Familiarize the learners with the methods used by playwrights by reading one or more plays, having each learner take the part of one character. Then have the learners write their own short play around their interests and experiences.

A group of middle school students wrote a play about teenagers and drunk driving. Each student wrote the part for one character passing a notebook from one learner to the next as their character spoke. One learner was adamant about not writing and stated that she did not write. The tutor began to write that learner's parts in the notebook as she dictated. But after watching the others in the group write their own parts, she grabbed the notebook and began writing. At the end of the session she left the room stating what good writers they all were! The play was published and given to the SADD (Students Against Drunk Driving) group at the school and also to the learners' counselor.

Dictation

Dictation can be a successful strategy to use with the reluctant writer as shown in the example in the dramatized experience section. In that situation the learner dictated to the tutor, but dictation may also be done with a tape recorder. After taping a story, the tutor can type or word process the story for the learner. If the story is to be published, the learner can then edit the story (see section on editing).

Another way in which dictation can be used is for the learner to tape either a story or a letter or whatever he wishes to write. Then the learner can play the tape back, a small section at a time, and write down what he has dictated. The tape can be played back and forth as often as necessary. This can be especially helpful for the learner who can tell a good story but has problems writing down his stories. It will help him see the relationship between oral language and print.

Taping a Story

It is often helpful to have students tape material that they write, read, or wish to dramatize, especially if it is a play. They can then have the fun of spontaneous creations without the labor of writing the first drafts. Then as they begin to refine the material they have real purpose for referring to the tape. Taping can thus help students to integrate language experiences. It can easily be an enjoyable group as well as an individual activity. Be sure you let the learners handle the taping.

Word Processing

Because of the fascination that computers hold for so many learners, the use of a word processing program to write can be an exciting strategy for the reluctant writer. One middle school learner used the computer to write directions for hunting and fishing for his tutor, a neophyte in the ways of the woods. He scored on two counts: 1) he was able to teach his teacher something he knew well and she knew nothing about, and 2) he was able to write in a relatively carefree manner in which correction was easy. Word processing thus helped him grow in writing and editing skills. He gained flexibility in thought while changing letters, words, and phrases. The student inserted and deleted ideas, moved paragraphs as needed, and then saved the program for future work.

All printed copies of his paper were revised easily by simply calling up the file. Second and third copies were edited, within minutes, to create a much improved method of writing and revising his work.

Appendix

How Children Can Make Their Own Books

Books can be bound with contact paper over strong cardboard, in snap and ring binders, or simply by stapling the pages between colored cardboard and running a piece of opaque tape down the edge to cover the staples. Each of these methods is useful, but each lacks the permanency and professional appearance that many of the children's products deserve.

The most durable and attractive school-made books are created by binding sewn pages between cloth-covered cardboard, held together by dry-mounting tissue or dry-backing cloth and masking tape. The books are not only sturdy and handsome, but are often more striking than commercially published books. In addition, children's books that are this securely bound can circulate without much fear that they will fall apart.

Making cloth-bound books will prove relatively simple after one has practiced a few times following the directions outlined below. The process should not take more than twenty minutes, and this can be reduced if a dry-mount press is used. With experience, a teacher should be able to show some of the students how to bind their own books.

Bookbinding Procedure

Materials:

a. Book pages (preferably sewn, but they can be stapled about 1/4" from the edge)

b. Cardboard (medium weight posterboard, heavier for larger books)

c. Dry-mounting tissue or dry-backing cloth (any good photography shop will have these)

d. Cloth (dress-making ends, remnants, etc.)

e. Construction paper (12" x 18" is the most economical)

f. Masking tape

g. Scissors

h. Paper cutter

1. Electric iron (and ironing board if possible)

Operation:

1. Cut cardboard: 2 pieces, each 1/2" longer and 1/4" wider than the book pages.

2. Place cardboard pieces on cloth, leaving a space between covers wide enough for the pages to fit; leave at least a little finger's width so the covers will close flat. Taping the cardboard pieces in place will make cutting easier.

3. Cut cloth about one inch from outer edges of cover pieces.

4. Cut dry-mounting tissue the same size as the cloth.

5. Place tissue between cloth and cardboard.

6. Turn on iron to synthetic setting. Begin securing cloth to cardboard by folding in and pressing the corners first.

7. Fold in and press (iron) edges.

8. From construction paper cut end pieces (2) the same length as the book pages but more than twice as wide — at least one inch wide.

9. Cut tissue the same length as book pages and about 2 inches or wider than the book pages.

10. Place tissue between an end piece and inside of book cover, matching the outside ends. The end piece should be about 1/4" from the edges of cover. Press just the end edge right now. Fold end piece and tissue back even with inner edge of cardboard. Repeat at other end of cover.

11. Place pages in center. In two or three places tape from front page (must be blank) to cardboard (under end piece and tissue). Repeat from back page (best if it is also blank) to cardboard.

12. Be sure pages are well fitted into middle section. Close book, tap the back binding on the table, straighten pages and end pieces. Put book flat and press front surface; lift rather than scoot iron from place to place (ca. 5 minutes). Repeat on back surface — this step secures cloth and end pieces to cardboard and pages.

13. To be sure the tissue is securing book pages to end pieces, open the book and gently press end pieces.

14. Trim end pieces so they are even with the pages.

15. It is a good idea to adhere the end pieces to the front and back pages along the outer edges. Use strips of tissue or double stick tape.

16. Titles and authors' names written on scraps of the end pieces or cut from material can be adhered to the cover with tissue cut to match.

MOTIVATION

Motivation, a "critically important variable" (Newman, 1978) in the learning process, needs to be implemented into the classroom, homes, and general lives of students to help insure their academic success. Research shows that motivation plays a crucial role in the achievement of students. "It seems quite possible that the intelligence and reading readiness measures are tapping some general background of experience, motivational, and/or intellectual factors that play a role in beginning as well as later reading achievement" (Pikulski, 1973).

It is important that instructors try to create an atmosphere such that encourages motivation. Within a calm, comfortable, trusting environment, where student interests are noticed and positive interpersonal relations between the students and the teacher are present, student motivation will increase (Newman, 1985). This module explores activities that helped students at the Reading Practicum Center to become more internally and externally motivated.

Sharing Reading, Writing, and Knowledge

Sharing reading, writing and knowledge can be highly motivating to the learner. When the learner shares what he has read, written or learned, he will feel successful. Success is usually a motivating force and the learner should be motivated to carry out similar activities or go on to others. Sharing can be done with younger learners, such as the learner reading to a small group of kindergarten students; through writing an article for a class newspaper; or book talks. (For other examples see Self-Concept module.)

Progress Charts

Progress charts serve as a visual account of the learner's achievements. As the number of pages or books read grows so does the learner's motivation and self-concept. Of course, progress charts can keep track of learner growth in many areas such as new sight words, new vocabulary, pages, stories or books read, and stories written.

The charts can take many forms and can be made for individuals, groups or the entire class. Individual progress charts should be based on the learner's interests. For example, the chart could be a race track, a baseball diamond, an earring tree, or a dinosaur. If a race track or baseball diamond is to be used, the learner could advance for each page or book read. When he has completed a lap of the track, a reward such as a sticker, a new pencil, or some other small item could be given. For the earring tree, the learner could attach an earring for each book read. When the tree is full, a small reward could be given. If a dinosaur is being used, his neck could grow by adding sections for each book read. One summer a learner had his dinosaur's feet on the floor of the classroom and his head near the ceiling. Everyone who visited the room was invited to admire his long-necked dinosaur. Each section of neck contained the title of the book he had read for that section.

To advance an increment on a progress chart should challenge the learner while at the same time being something he feels confident enough to reach. The tutor should decide the size of an increment -- 1 page read, 10 pages read , 25 pages, or a book completed -- depending on the level and characteristics of the learner. A high school freshman who was reading at the second grade level kept track of the number of pages he read. Whenever he reached 200 pages, he received an award. Within five months he had read 1800 pages!

Group progress charts are also powerful motivators. A caterpillar where students added a different color circle for each book read worked wonders one summer. The students placed a circle on the caterpillar, making it longer, when they finished a book. On each circle the child wrote the title, author, and number of pages read. Students who had not read much before that summer became motivated — especially as the "worm" neared their part of the room. To reinforce the learning taking place, take time out for students to "show and tell" how they are doing on their progress charts. As each student shares, point out to the class how the student is improving. "I see that Sara climbed another mountain, reading fifty pages last week and three books. That's terrific!"

Praise and Attention

"Some individuals are impelled to act by an innate curiosity. Thus, in a course that provides practical experience in teaching reading, it is preeminently important to consider how to bring out and support the natural self-motivation in learners" (Newman, L525 Manual, 1986). A good way to do this is through praise and individual attention.

Many of the learners with whom we have worked at the RPC are starving for attention. The adults in the home work long hours and have little time or energy for the type of individual attention the learner needs. These students usually bloom with even small amounts of praise and attention. They are eager to please and are highly motivated when attention and praise are given for their efforts. Even the smallest successful step should be noted in the beginning. As the student becomes internally motivated and his self-concept grows, the need for reinforcement through praise and attention will lessen.

Games

Most students like to play games. This can be a natural tie-in to reading and writing activities. You can adapt commercialized games or make games to fit the needs of the learner (see Games module for suggestions on making games). It is easy to laminate a piece of construction paper with the game on it, make cards, and find small objects to move. The learner may enjoy making games to share with a group or class, including making the game board and writing the rules. You should give the game a test run before sharing it with other learners. A group of three fourth graders enjoyed making a game board with pop-up players that could move in slots on

the board. While most games do not need to be this complicated, let the learners use their interests and imaginations.

Language Experience Approach

"Carol, I tried and tried to get Stuart to read today, but every time I suggested a book to him, he put his head down and wanted to take a nap. What should I do?"

Sometimes the best approach for reaching a reluctant reader is to have him read his own writing. When you and the learner are talking, and he or she tells you about something interesting, write it down, asking questions as the story progresses. Write exactly what the learner says (see Language Experience module for complete description of strategy).

Use of Equipment

The use of equipment such as tape recorders, word processors, and VCRs is often highly motivating to a learner, especially when the learner operates the equipment. Even students reluctant to be recorded will participate when they are asked to help.

Tape recorders can be used in several ways to help motivate reluctant readers and writers. Older students can tape stories for younger learners to hear or as "read-alongs." For learners who are reluctant to write, stories can be taped and typed by the tutor for revision by the learner (see Language Experience module.) Learners who do not read fluently can read along with taped stories to improve their fluency. Also learners respond positively to hearing improvement over time.

For the reluctant writer, a word processor can be motivating. In addition to ease of text change, learners enjoy computers in and of themselves. A seventh grade learner, reluctant to write, enjoyed putting chapters for a personal book on a word processor. He would not have written otherwise. He would rush into the room, sit down at the computer, and write the next section without a word from the tutor.

Tutor Reads to Learner

Learners who have been read to at home regularly usually have a better grasp on the fundamentals of reading than those who have only been read to infrequently or not at all. It is especially important to read stories to the latter student, but any learner will enjoy a good story well read. Choose a story in the learner's area of interest which is one or two grade levels above his current reading level. Discuss the events and characters as the story progresses. Take his predictions about the upcoming events in the story. Let him check to see if his prediction matches the actual outcomes.

Reading in Interest Area

Reading in an area of interest is usually self-motivating. Help the learner find books in his area of interest. Bring books to each session that are of likely interest. Let the learner choose, if he will, a book to take home to read (see Self-Concept module for more information).

Many learners have never been to the public library. A field trip including, if possible, parents, may be a significant event of long lasting value to the entire family. Children's librarians are very helpful. Given interests and reading level of the learner, they can help the student choose books of interest at an appropriate reading level.

If the learner is older but is reading on a low level, it may be difficult to find material of interest that is possible for him to read. Writing original material or more difficult material especially for a learner can be very motivating. When someone finds themselves in a story, they will read with considerable interest and may even read beyond what they normally would. Even a sixteen year old will be delighted with stories written about him. (See Self-Concept and Interest modules for more ideas on teacher written materials.)

Providing a Purpose for Reading

"Why do I have to read this?" is often asked by the reluctant reader. It may be hard to become a better reader when reading books always appears to be an assignment with no purpose. Therefore, before making a reading assignment, a purpose for reading the material should be established. This can be done through a simple statement such as "See if you can discover why the engine wouldn't start after the trip to the gravel pit." Or, in a content area make a list of all the things the students already know about an area and then a list of things they would like to know. This could also be done in the form of a semantic web (Heimlich & Pittelman, 1986). As they read, they fill in the unknown. Of course, not all questions will be answered by a classroom text. Finding answers from other sources can of itself be broadening.

Ideally, students will learn to read for their own purposes. They then look for material to fulfill that purpose. For example, a second grader wanted to build a model microscope to share with his classroom. He read the directions for building the microscope and then read how to make slides to use with it. The purposeful reading he had done was quite different from filling in purple dittos or workbook pages.

Permission to Take Books Home

Many reluctant readers are hesitant to take books home. They will show great indifference to books brought to the session, or may read in class but shrug off the suggestion that they finish the book at home. As their self-confidence grows, however, they may become motivated to read more and to take a book home to read to self or family. One boy did not ask to take a book home until the last class. It was a book on unusual

plants. He and his tutor had worked with it during every class and apparently he couldn't stand the idea of not seeing it again. Whatever strategy you follow in encouraging outside reading, be sure to keep careful records on books taken. You must have enough information to replace the book should one be lost. In a year of checking out books to 60 children in two schools no books were lost. Checkin and checkout took about 20 minutes per period, but was well worth it. One second grader who had never read a book before read 94 books in one semester.

Choral Reading

Choral reading often happens spontaneously when group enthusiasm takes over — a whole group reading together simultaneously. It does allow all students to share in the reading of the same book at one time and often supports a faltering or timid reader. Other students reading at the same time allows the one having trouble to try new sounds and pronunciations without being put on the spot. It is a valuable way for students to learn to trust their own judgement.

Choral reading can teach students to be more expressive and interested in literature. Class readings of short poems, essays, or quotes, varying the tone and intensity, can lead students into reading a variety of authors that may have been previously inaccessible. (Heilman, 1972).

A group of three second graders enjoyed reading in chorus. At the end of the reading, each was asked what he did when he came to a word he didn't know. Each gave a different answer -- one said he sounded it out, another said he looked at the pictures, and the third said he used the other words (context). In the next choral reading session each boy tried out a different tactic for figuring out new words. Peer influence was motivating learning.

Field Trips

"All together now — what do you need to bring to class tomorrow?" "A tent, a sleeping-bag, five pairs of socks, and a permission slip!" It is always fun to go places and, in addition, field trips stimulate fresh thought and learning. If a student both sees and reads about something, it is liable to have a greater impact upon his thinking and desire to learn.

A group of summer school students were interested in rocks. They had started individual collections and done some reading about different kinds of rocks. Their teacher arranged a trip to a road cut a few miles from the school which contained several types of rocks and, best of all, some geodes. The field trip motivated more reading when they returned.

Field trips do not have to be elaborate nor do they have to take all day. Many times trips can be made to places of interest that are only a short distance from the school: parks, museums, city halls, old houses, and so on. The point is, as Edgar Dale so vividly described years ago (Dale,

1946), first hand seeing makes for the most vivid learning. Vivid learning is apt to motivate further learning.

Rewards

"Good job! You have earned a 20 points." This student has actually received two awards — the verbal praise of his teacher and the points. Rewards are usually highly motivating for the reluctant reader. They should be kept simple and inexpensive, however: stickers, pencils, funny erasers, or charts designed to fit learner interests. Sometimes seeing the number of books or pages grow on a progress chart will be all the reward the learner needs.

Students with low self-concept often feel little control over their own experience, attribute lack of success to outside factors, fail to take responsibility for their actions, and sometimes have emotional difficulties which can take many forms such as: refusal to learn, overt hostility, negative reading attitudes, resistance to pressure, dependence, discouragement, depression, or displacement of hostility. The best way to boost learner self-esteem is to assure success during the course of the lessons. The following sections explore strategies proven at the Reading Practicum Center to enhance learner self-concept.

Oral Reading for a Purpose

In many classrooms "round robin" reading — children in a circle reading orally in turn — is the rule. And for some children the sheer practice of saying words out loud bears its own reward. Generally, however, for effective oral reading, purposes should be set in advance of the reading. For primary level children oral reading purposes might be to present a puppet production, to produce a pupil developed radio program, or to read a recipe to a friend as the friend follows the directions. If reading a basal selection in a group, the children should be given a purpose for reading each upcoming section. "Find out why the detective searched the grocer after the fire" sets a purpose in advance for the reading. "Did that turn out the way you thought it would?" checks the outcome of the reading.

If the readers are older, purpose setting for oral reading will necessarily take different forms such as sharing a story with a younger child, reading their own writing to see what it sounds like, or rehearsing the lines for a play. Another purpose for oral reading might be taping a story or book for younger children to listen to. The purpose should always be there — a purpose that is meaningful to the reader, not just an end which you hope to accomplish. Successful completion of such purposeful tasks enhances self-concept.

Sharing Reading and Writing

Sharing helps students develop a feeling of belonging, and it can improve the self-esteem of the learner, especially if the learner is sharing his expertise. Reading a story to a group of younger children or writing information in an area of learner expertise to share with the uninitiated can help enhance learner self-concept. One group of sixth graders prepared stories and other activities to use with a group of first graders each week. Both groups of children gained from the experience. A middle school student wrote a book on hunting and fishing for his tutor who knew little about either area of interest. His self-concept changed greatly as he became the teacher and the tutor became the student.

An easy way to build self concept is for students to share books they have chosen independently and writings they have finished. The sharing can be done through informal book talks in small groups or with the class as a

whole. Students can be placed in a homogeneous group that shares their interests or in a heterogeneous group that would broaden their interests. A small group of second graders read each others' books avariciously after their interest was piqued during the informal sharing. The learners developed good self concepts as the books they had shared were eagerly read by others.

Sharing one's own writing also helps build good self concept. A freshman in high school wanted the book he had written to fit into his back jean pocket so he could easily carry it around and share it with others. A fifth grade learner had a great interest in sports and, with tutor production support, wrote a sports page each week which he eagerly shared with his classmates. Language experience stories dictated to and produced by tutor or teacher can become part of the classroom library as well as original stories written by individual learners or small groups of learners. Imagine having your book in a library where it can be read by others!

Retelling for a Purpose

Retelling a story also helps to build self concept. Stories read by the learner can be retold for many different purposes. The learner might retell a story in writing for use in a class newspaper or magazine, or to be placed on a bulletin board which other learners can refer to as they choose books to read. The learner might also share the story through oral retelling with a group of peers or younger children. As the learner becomes the "expert" on the story, recalling key facts and describing important incidents, let them know they are doing a good job. If a student is working with another student, periodically listen in on the conversation to give him or her the appropriate feedback.

Reading in Interest Area

Encouraging reading in an interest area helps students feel worthwhile and valued. Some students need particular guidance in this area because they come from families where parents do not read and show little concern for their children's interests. These students need to discover that there are materials they can read in their interest areas and that others are interested in the same things they are. Noticing student interests and finding grade level books for him or her will help the learner to read with a positive attitude. Such a positive approach will, in turn, enhance self-concept.

Reading Easy, Picture, or Wordless Books

Reading easy, picture, and wordless books helps a student "get started" in the reading process. These books, chosen in a reader's area of interest, assure success and thus enhance self concept.

Easy books have words, a plot, and a complete story. They are written at different grade levels, and their purpose is to get students started in the reading process. Reading a book that is easy will give the learner a

feeling of success and enhance his self concept. A fine line must be walked in selecting these books: The ideas presented in the story should not be too easy for the reader as he will be turned off. However, this obstacle can be overcome by having the learner read the easy books to younger children.

Picture books place equal emphasis on words and illustrations. Pictures open meaning to students who are often more visually than print oriented. This can be very helpful for the beginning reader as it gives him another cuing system on which to rely. Success in getting meaning quickly enhances self concept.

Wordless books are made up of pictures only. The student looks at the pictures and tells a story based on what he sees and believes to be happening. As a child looks at an Easter Bunny he might say: "The bunny has big, floppy, pink ears so he can hear what kinds of eggs the children want in their Easter baskets." The learner's story, written in sentences to match each illustration, can be read later by the learner. While the student is reading the pictures, he is learning to make predictions, apply previous knowledge, read picture or graphic cues, and understand the conventions of a book's set-up. These books help build self-concept because the learner becomes personally involved in sharing opinions and constructing his own story.

Bookmaking

Bookmaking is a positive experience for children who are learning to read. When a student reads a book he wrote, he can feel immediate success as a reader. A student who makes a book can take it home to friends or family to show others what he wrote. The student knows he is an author who wrote a book! The visual evidence confirms the student's knowledge of his ability to read, write, and illustrate a book of his own.

Watch the enthusiasm for reading grow as students collect pictures to include in their books. One student who liked rabbits not only brought in nine pictures of rabbits the day he was to write his book, he also wore his favorite shorts — the yellow ones with a rabbit on the left pocket!

There are many ways to make books — hard cover books made with cardboard, dry-mount and fabric (for directions to make hard cover books, see Language Experience module); soft cover books with construction paper or wallpaper tied together with yarn placed in paper-punched holes on the sides; booklets including photographs, pupil illustrations; or cut out commercial photos, and so forth.

Magazines, newspapers, crayons, colored pencils, chalk, watercolors, or comic books are examples of some of the types of materials useful in illustrating books. A letter might be sent home to parents requesting that they contribute to the book-making resource center. Art departments within a school are a good source of ideas.

Bookmaking is an easy way to move a student who thought he could not read into an "I think I can" attitude towards the subject. Book-making is a win-win situation. Both teacher and student feel success. It is an excellent way to build confidence in the learner's trust in his own reading abilities. (See Language Experience module for other bookmaking ideas.)

Teacher Written Materials

A teacher can often successfully reach learners through the use of teacher written materials tailored especially to their interests. There are two types of teacher written materials: original materials and rewritten ones.

Original materials might include a short story or a continuation of a favorite story at the learner's independent reading level. The most effective stories include the learner as a character in the story and his interests regardless of his age or learning level.

Rewritten materials are adapted from more difficult text than the learner can read. But, they should be of interest to the learner. The best way to rewrite is to:

1) read the material

2) lay it aside

3) write the information contained in the original using your own words

4) take into consideration the independent reading level of the learner. (See "Rewriting Material" in Interest Module.)

A tutor for a seventh grade learner who was an avid hunter and fisherman rewrote several articles from Field and Stream magazine and put them into book form for him. He was pleased because what had been an impossibility to read was now possible.

Praise and Attention

"Good job!" "You did much better than last time!" "What a well developed story!" Praise and attention go hand-in-hand because genuine praise grabs student attention. It is good to hear and it helps students muster the enthusiasm to keep going, improving their reading, writing better stories, or sustaining an interest in learning when they were previously discouraged.

Most students thrive under deserved praise and attention, especially those who are not performing well, because they feel the need to be recognized for their efforts or abilities. However, some students, unused to the limelight, may draw back if praise is too lavish or is unwarranted. Therefore, be specific as you acknowledge achievement. "This was good

because . . ." "In all of the questions you answered you found the main idea; you were really thinking!"

Many learners will blossom when receiving individual attention. For example, a third grade student who was reading on the primer level and had a very low self concept stayed in the background as much as possible in the classroom. That is, he did until he wrote a language experience story about his latest baseball game. He became the star as he shared his book with his teacher, classmates, and parents. Best of all, he could actually read his book!

Developing Independence

Some people are leaders and others are followers, but regardless of personal inclinations, all people should value their own thoughts and initiatives. Students learn to feel better about themselves when the natural desire for independence is achieved. For example, a second grade learner looked to her teacher every time she came to a word she didn't recognize. She was completely dependent on someone else helping her to figure out the word or to tell her what it was. After being shown several different cues, such as pictures, beginning sounds and context, and the teacher refusing to say the word, she began to figure out the words on her own without first looking at the teacher. She became much more self confident in her own ability to read. And, all of this occurred in one half hour session!

Teaching students how to be resourceful is a simple way to teach them how to be independent learners — a knowledge of how to use resources, e.g. libraries, newspapers, catalogues, or dictionaries can provide an infinite amount of information that can lead students in their area of pursuit. To help students to initiate learning on their own, first demonstrate how to do something — use a dictionary, for example — then have them complete exercises independently. An independent learner is more likely to accomplish what he sets his mind to. Modeling independent academic behavior, providing means for helping them read, write, and think on their own, and having students learn from each other will produce learners with many strengths.

Dictation

In dictation a student dictates a message to someone else to record, giving the dictator a sense of authority in the situation. This builds stronger, more able students who learn to take action, knowing that taking initiative can have positive results.

Sometimes the learner will not dictate in a logical order as one statement brings something else to mind that he or she wants included. The teacher should leave the order as dictated when transcribing. Let the learner cut and paste in a logical order during the next class. This also gives the learner an opportunity to add or delete parts to his story. A high school student thoroughly enjoyed reconstructing his dictated story to make it "right." He even added some to it to make it a "better story."

Dictation can also be taped and transcribed later by the teacher. Again, it should be transcribed exactly as the learner dictated. Or, the learner may wish to transcribe his dictation himself. A third grade learner dictated a letter on tape as he was having problems getting his ideas on paper. He then played the tape back one sentence at a time and wrote his letter. He enjoyed working the tape recorder and he was thrilled with his letter.

Letter Writing

It is fun to get mail! Pen pal letters or letters asking for information often lead to lasting friendships and provide joy and satisfaction over months and sometimes even years of correspondence. (See Functional Language module for additional letter ideas.)

STUDY SKILLS

Study skills are essential for the remedial reader. They can turn a frustrating task into a manageable one. To know where and how to look for the information one needs; to understand how to use the various textbook aids such as charts, graphs, and indices; to know the most efficient way to read a textbook; and to be able to organize one's learning through note taking, outlining, summarizing and pattern recognition can make the task seem easy. This module includes various strategies for instruction in study skills.

Reference Skills

Dictionaries are useful study aids in several areas: word recognition, spelling, parts of speech, pronunciation, synonyms, etc. Before teaching dictionary use, be sure the learner knows the alphabet in sequence and can alphabetize a list of words. Without these skills dictionary usage is a slow process.

Find a dictionary at the reading level of your learner, whether it is a picture dictionary or one developed for use in a high school. Show him that the dictionary is organized in alphabetical order. Then together practice finding words he is familiar with in the dictionary. Discuss whether they would be at the beginning, middle, or end. If guide words are used, show him how to use these to find the word more quickly.

After he becomes adept at finding words, go on to other dictionary skills such as choosing the correct definition if more than one is given. This can be accomplished by writing the word in a sentence that contains enough context for him to be able to choose which definition fits the word in that particular situation. For example the word "minute" can be used to mean that something is very small or it can mean a length of time, 1/60th of an hour. A sample sentence could be "Wait a minute." The learner could then use the context of the rest of the sentence to determine which definition applied to "minute" in this situation.

Dictionary use can be encouraged through the use of personal dictionaries. Each learner can make his own dictionary which would include his favorite words. To do this, give each child a blank booklet which contains enough pages that each letter of the alphabet can go on a separate page. Have the individual learners personalize the cover of the booklet with art work of some type. Then explain to them that they may choose the words for each letter that they would like to include in their own dictionary. These words can be from their favorite story, new words that they have learned, or any word that is interesting to them. The words can be collected over a period of time.

Library skills such as using the card catalog, Reader's Guide, vertical files and computers are necessary for the learner who is involved in finding information for his own use, answering questions raised in class, and writing research papers. A library can be an exciting place once a student discovers that he can find most of the answers to his

questions there. It is also a source of enjoyable reading materials: story books, books of poetry, magazines, and newspapers.

If you take your learners to the public library, invite their parents on the first trip. They will be the ones to make future trips. Have each student get his own library card. Ask the librarian to show where materials can be found in their interest areas on their reading level. Encourage your students to get help from the librarian if they can't find what they want.

A sixth grade girl had been assigned a research paper by her classroom teacher. She decided to write about horses because she had a lot of information from her own experience. Her tutor showed her how to use the card catalog to find some books on horses. The books gave her some additional information and confirmed what she already knew. From looking at the books she was able to organize her information in a similar form. Previously, writing research papers had been a frustrating task, but now the paper went smoothly and the girl enjoyed the experience.

Textbook Parts

The first time a textbook is introduced to a learner is a good time to help him discover what study aids are contained within the textbook. Items such as the table of contents, index, glossary, and bibliography should be pointed out. Discuss ways that these can be helpful to him when he studies. For example, in a social studies book he may come across an unfamiliar word such as "longitude." He can then look it up in the glossary to find its meaning and in the index to discover other places in the book that the word is used.

Charts, graphs, maps, and diagrams are other textbook aids that your learner should be able to use. One way to develop proficiency in their use is to have them make their own. Use information that is part of your students' daily life. Simple maps can be made that show the route the student takes to school. Graphs can be made from weather information such as daily temperatures.

Textbook Reading Techniques

Textbooks are read differently than story books. Your learner can improve his study skills by learning how to read his various textbooks. Point out the organization of the textbook: titles, subtitles, chapter summaries, study questions, etc. To help him set a purpose (see Purpose Setting in Comprehension module) have him read the chapter summary and study questions before he reads the chapter. As he reads the chapter, have him predict what is contained in each section from the subtitles and then confirm his prediction through his reading (see Predictions in Comprehension Module). Questions on 3x5 cards can be useful in guiding the learner as he reads through the chapter.

Note taking, outlining, and summarizing are other textbook reading techniques that can be helpful to the learner. Writing a summary after

each section or chapter can be a learning experience as the student builds the relationships of the facts through words such as "and," "but," "when," and "then." Outlining is also helpful in guiding the student to see relationships as he builds the outline structure. While note taking can be useful because it is one more way to perceive the information, it does not usually help the student to build relationships.

Organization

To become an efficient learner, your student must be able to organize his work. This can be accomplished through a study system such as SQ3R (skim, question, read, recite, review). Many study systems have been worked out and you will need to match one to your learner. A detailed description of several systems is available in the L525 Language Practicum Manual, Indiana University.

If organization is a problem with your learner, you may have to begin with the basics such as having pencils, paper, books and neat folders for each content area. One second grader was having a hard time remembering to bring his materials to his tutoring session. To help him remember his tutor set up a progress chart which was a baseball diamond. Every time he remembered his materials and completed his assignment he would score a run. If he forgot his materials or did not complete an assignment, the tutor would score a run. It didn't take very long before the tutor had a string of scoreless innings (tutoring sessions) and the learner had accumulated many home runs. (See Motivation and Interest modules for other progress chart ideas.)

APPENDIX

INFORMAL INTEREST INVENTORY (III)
Example for Grades 1-6

Name _____ Birth date _____ Age ____
Grade _____ School _____ Sex _____ Date _____

PLAY AND OTHER ACTIVITIES

1. What do you like to do in your free time? _____
2. What do you usually do after school? _____
On weekends? _____
3. What are your favorite games? _____
4. Do you like making things? _____ If so, what? _____
5. What special tools or playthings do you have at home? _____
6. Is there a tool or plaything you wish you had? _____ If so, what?
7. Do you have pets? _____ If so, what? _____
8. Do you collect things? ___ If so, what? _____
9. Do you take private lessons (piano, tennis, etc.)? _____ If so, what?
10. If you could have 3 wishes, what would they be? a. _____
b. _____ c. _____
11. Did you ever wish you were someone else? _____ If so, who? _____
12. Are you afraid of some things? _____ If so, what? _____
13. About how many hours a day do you watch TV during the week? _____
On weekends? _____
14. What TV programs do you like? _____
15. About how many hours a day do you listen to the radio during the week?
_____ At other times? _____
16. What type of radio programs do you like? _____
17. How often do you attend movies? _____
18. What movies have you liked? _____
19. Do you play with computers? _____ If yes, explain _____

READING

20. Do you like being read to? _____ If so, what? _____
21. Do you enjoy hearing a story told? _____ If so, by whom? _____

INFORMAL INTEREST INVENTORY (III)
Example for Grades 1-6, Page 2

22. Do you like to read? _____ If so, what kind of reading? _____

23. Do you like comic books? _____ If so, which ones? _____

24. Do you like magazines? _____ If so, which ones? _____

25. Are there books or stories you especially liked? _____
If so, what ones and why? _____

26. Do you have books of your own? _____ If so, about how many? _____
27. Do you use the school library? _____ If so, about how often? _____

28. Do you use the public library? _____ If so, about how often? _____

29. Which of the following do you enjoy, and are there special preferences?

a. Reading _____
b. Being read to _____
c. Writing _____
d. Attending movies _____
e. Listening to the radio _____
f. Watching TV _____
g. Participating in sports _____
h. Playing computer games _____
i. Other (playing piano, dancing, sewing, etc.) _____

Adapted from an inventory by Paul A. Witty, Robert Sizemore, Ann Coomer, and Paul Kinsella for use in Northwestern University - U.S. Office of Education Interest Inventory.

30. Do you like to write? _____ If so, what kind of writing? _____

31. Do you like to share your writing? _____
32. Do you like to talk with your friends? _____
33. Do you like to listen to your friends? _____
34. Do you like to talk to your class? _____
35. Do you like to listen to your classmates? _____

COMMENTS

INFORMAL INTEREST INVENTORY (III)
Example for Grades 7-12

Name _____ Birth date _____ Age ____
Grade _____ School _____ Sex _____ Date _____

Your responses to these questions -- which will NOT be graded -- will provide us helpful information for teaching. Feel free to ask for assistance.

AMUSEMENTS AND OTHER ACTIVITIES

1. What do you like to do in your free time? _____
2. What do you usually do after school? _____
In the evenings? _____
On weekends or vacations? _____
3. What are your favorite sports? _____
Do you participate or mainly observe? _____
4. Do you like to make things? _____ If so, what? _____
5. What tools do you have at home? _____
6. Do you have pets? _____ If so, what? _____
7. Do you collect things? ____ If so, what? _____
8. Do you take private lessons (piano, tennis, etc.)? _____ If so, what?
9. Do you have any hobbies? _____ If so, what? _____
10. If you could have one wish, what would it be? _____
11. Are you afraid of some things? _____ If so, what? _____

TELEVISION, RADIO, MOVIES, MUSIC, COMPUTERS

12. About how many hours a day do you watch TV during the week? _____
On weekends? _____
13. What TV shows do you like? _____
14. About how many hours a day do you listen to the radio during the week?
At other times? _____
15. How often do you attend movies? _____
16. What movies have you liked? _____
17. What singers do you like? _____
18. What musical groups do you like? _____
19. Do you enjoy computer games? _____ If so, explain _____

READING

20. Do you like to read? _____ If so, what? _____

21. Are there any books you especially liked? _____ If so, name them

22. Do you enjoy hearing someone read or tell stories? _____
23. Do you use the school library? _____ Often ___ Seldom ___ Never ___
24. Do you use the public library? _____ Often ___ Seldom ___ Never ___
25. Do you have a library card? _____
26. Do you like comic books? _____ If so, which ones? _____

27. Do you like magazines? _____ If so, which ones? _____

28. Do you read newspapers? _____ If so, what parts? _____

29. What kinds of reading do you enjoy (about animals, sports, people, space travel, "how-to" books, etc.)? _____

VOCATIONAL AND EDUCATIONAL INTERESTS

30. What would you like to do after finishing school? _____

31. Is there anyone in television or the movies who does the type of work you would like to do? _____ If so, who? _____

32. Have you done any reading pertaining to question 30? _____ If so, what? _____

33. Do you like school? _____
34. What subject do you like best? _____
35. What subject do you like least? _____
36. In what subject do you get your best marks? _____
37. In what subject do you get poor marks? _____
38. Do you plan to go to college? _____
39. Has any member of your family been to college? _____ If so, who? _____
40. Would you like to travel outside the United States? _____ If so, where? _____

WRITING

41. Do you like to write? _____ If so, what? _____

42. Do you like to share your writing? _____
43. Do you like to read what others have written? _____

44. Do you like to listen to what others have written? _____

SPEAKING AND LISTENING

45. Do you like to talk to your friends? _____
46. Do you like to listen to your friends? _____
47. Do you like to speak to your class? _____
48. Do you like to listen to your classmates? _____
49. Do you like to listen to your teacher? _____
50. Can you follow spoken directions easily? _____

INFORMAL INTEREST INVENTORY (III)
Example for Adults

From the following sample questions (and those you may devise), ask the ones that would be appropriate for your learner: consider age, experience, and sex, for example. Also, feel free to rephrase these and other questions in a conversational tone.

Begin with general, nonthreatening questions (family life, leisure-time activities), and save those about jobs and educational experience for later in the interview when you and the learner may be more at home with each other. Be ready to improvise questions according to where the conversation leads. (If the learner seems willing, the interview could be recorded on cassette tape. This means transcribing can be done later.)

FAMILY LIFE

1. Do you have brothers or sisters? ____ If yes, how many brothers? ____ How many sisters? _____
2. Do you have living parents, aunts, uncles? _____ If yes, who, and where do they live? _____
3. Are there children in the family circle? ____ If so, how many and who are they? _____
4. Has any one person been a strong influence in your life? ____ If yes, who and in what way? _____

AMUSEMENTS AND PERSONAL INTERESTS

5. Do you watch television? _____ If so, what are your favorite programs?
6. What sports do you like? _____
7. Do you participate in sports or prefer to watch? _____
8. What do you do on weekends or during your leisure time? _____
9. What foods do you like? _____
10. Do you like cooking (or other domestic activities)? _____ If so, what?
11. Do you have any hobbies? _____ If so, what? _____
12. Have you taken any trips? _____ If yes, where and when? _____
13. Would you like to do more travel? _____ If so, where and when? ____

14. If you were given $1,000, what would you do with it? _____

_____

15. What is your favorite time of year and why? _____

_____

EDUCATIONAL EXPERIENCE

16. Have you ever gone to school? _____ If so,
    a. Where? _____
    b. When? _____
    c. For how long? _____
    d. What did you like most in school? _____
    e. What did you like least? _____

READING EXPERIENCE

17. Are there readers in your family? _____ If so, who and how much do they read? _____

18. Why would you like to learn to read (or improve your reading ability)?

_____

_____

If the learner reads some, ask the following questions:

19. Do you like to read? _____ If so, what? _____

_____

20. Are there any books you especially liked? _____ If so, name them

_____

_____

21. Do you enjoy hearing someone read or tell stories? _____

22. Do you use the public library? Often ___ Seldom ___ Never ___

23. Do you have a library card? _____

24. Do you like magazines? _____ If so, which ones? _____

_____

25. Do you read newspapers? _____ If so, which ones? _____

_____ What parts? _____

26. What kinds of reading do you enjoy (about animals, sports, people, space travel, "how-to" books, etc.)? _____

_____

WRITING EXPERIENCE

27. Are there writers in your family? _____ If so, who and how much do they write? _____

28. Why would you like to learn to write (or improve your writing ability)?

_____

_____

If the learner writes some, ask the following questions:

29. Do you like to write? _____ If so, what kind? _____

_____

30. Do you like to share your writing? _____

31. Do you like to read or listen to what others have written? _____
_____

SPEAKING AND LISTENING EXPERIENCE
32. Do you like to talk with your friends and neighbors? _____
33. Do you like to listen to others? _____
34. Do you talk a lot in your family? _____
35. Do you like to talk in front of a group? _____
36. Do you like to listen to speeches? _____
37. Can you follow spoken directions easily? _____

NOTE: See Newman (1980), pp. 19-22, for a discussion of how to use the III with adults.

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